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humanistic movement in Germany in the eighteenth century. In the last period the various types of schools from the university down are considered. Students of secondary education will be especially interested in the sections on "Das neue Gymnasium," and "Die höhere Mädchenschule." In the former the larger meaning of the changes in German secondary schools is clearly brought out. In the latter the higher schools for girls are shown to be characteristic of the modern democratic tendency, and their relations to the woman movement and to the present development of higher education for women are indicated.

Rousseau, Pestalozzi, and Herbart are treated as a part of the large social movement, but are not allowed to crowd the factors less immediately related to the school. Froebel, as is not uncommonly the case with German writers, seems neglected to Americans, who make so much more of his influence. Significant new developments, such as Dr. Lietz's "Landerziehungsheime," and the work of Dr. Kerschensteiner at Munich, are related to the general trend.

An excellent portrait of the author appears as a frontispiece. A tribute to him is written by Dr. Münch. There is a list of good references relating to each book. Unfortunately there is no index. Some of the material in the third book (1650-1800) appeared in volume XXIII of the *Forum*.

*Syllabus of the History of Education.* By WILLIAM J. TAYLOR. Boston: D. C. Heath & Co., 1909. Pp. ix+147. \$1.00.

Dr. Taylor's experience with classes in the history of education at Yale and at the Brooklyn Training School has produced an outline of the subject intended to be "an adjunct to reading and an aid to logical organization." The period of ancient history has twenty-seven pages, mediaeval history eleven, and modern times sixty pages. In this latter division are, among others, sections on "Contemporary Educational Theory," "School Organization," "National School Systems," and "Education in the United States." Appendices contain summaries of the principal influences in education beginning with the Renaissance and in the educational development of New York State, and also outlines of six modern educational classics from Montaigne to Spencer. There are brief indices of titles, names, and subjects. The syllabus will help many teachers to make better use of the growing material in the history of education. It is possible also that it will lend itself somewhat too well to the practices of those students who have examinations to prepare for.

*A Forward Step for the Democracy of Tomorrow.* By WILLIAM THUM. Boston: The Twentieth Century Co., 1910. Pp. vii+235.

In the almost overwhelming supply of printed material upon educational subjects the ordinary school man is apt to overlook much that he needs to aid him in his present problems. We shall soon be obliged to depend for help upon bureaus of methods, materials, and references, such as that contemplated in the department of education of one of our leading state universities.

This book of Mr. Thum's would have been counted one of B. O. Flower's dreams, a few years ago; today several parts of it are in operation in Cincinnati, Chicago, and other cities. It is not made clear in the text whether the

author is a prophet or whether he has hurried in to help shape present tendencies. His writing depends upon the following convictions:

First, that it is of the utmost importance that the average man, especially the laborer, should appreciate the value of the future high school; second, that further ethical, political, and industrial progress depends more upon the high schools, greatly increased in number and improved in efficiency, than upon any other one thing; third, that this increase in size and improvement in quality depends upon provision being made to supply those who would be self-supporting students with remunerative and wisely selected work; fourth, that the church could strike at evil in no better way than by directing its main effort toward furthering the interests of the public schools.

The central problem of this book, whether approached from the side of the necessity for self-support or from the side of the educative value of productive labor, is certain to receive increasing attention. Upon a reasonable combination of these two aspects several important advances in education will wait.

Mr. Thum's plans for public-works and manufacturing-works high schools have serious defects, and are largely dependent for their first success upon careful selection of the more fit among the students. The problem of the period between fourteen and sixteen years of age, so well stated by the Massachusetts Commission, is not sufficiently taken into account by him. On the whole, however, there is considerable suggestiveness in the plans, and they deserve to be read in order to help school men to be ready for changes in the relation of school and industry for which many of them are ill prepared. Mr. Thum's plans will probably not be carried out, but we may have to meet reorganizations as little like our present forms as his are.

FRANK A. MANNY

KALAMAZOO, MICHIGAN

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*Social Development and Education.* By M. V. O'SHEA. Boston: Houghton Mifflin Co., 1909. Pp. xiv+561. \$2.00.

Professor O'Shea divides his rather bulky volume into two parts: (1) "The Genesis and Developmental Course of Typical Social Attitudes," and (2) "Social Education." In the first part he sets out "to describe the typical attitudes which the child tends to assume toward the persons with whom he comes into contact, . . . to explain these attitudes in view of certain fundamental principles of mental development, . . . and to trace the changes in the child's adjustments to people which seem normally to occur in the process of development" . . . (p. iii). In the second part he undertakes "certain phases of the interminable task of outlining a plan and method of education designed to make the individual socially efficient" (p. iii). In carrying out this rather large undertaking the author relies upon data obtained chiefly from his own observations and studies of individual children and groups and from similar studies furnished him by friends.

It may be noted in passing that one of the chief merits of the book is undoubtedly due to this method. I refer to the fulness of concrete details, the lively illustrative incidents, the typical and illuminating examples of the vari-